
Lesson At A Glance

Length	45 - 60 minutes
Learning Objectives	Students will: <ul style="list-style-type: none">• identify the 3 steps in hazard recognition• recognize common hazardous situations
Teaching Strategies	<ul style="list-style-type: none">• catch phrases• questioning• group discussion• story telling
Equipment/Instructional Aids	<ul style="list-style-type: none">• Student Handouts (photocopy for students in class)• flipchart or whiteboard and markers
Assessment Strategy	<ul style="list-style-type: none">• group brainstorming activity• story telling worksheet and drawings

Purpose

This module is designed to help students become familiar with the three steps to hazard recognition.

Learning Objectives

Students will be able to:

- identify the three steps in hazard recognition
- recognize common hazardous situations

Duration

45 - 60 minutes

Instructional Materials

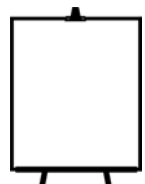
Student Handouts

(photocopy for students)

1. Red Hen
2. Three Little Pigs
3. Retell a Story

Equipment

1. Flipchart or whiteboard
2. Markers or pens



Note to Teacher

This module is designed to help students become familiar with the three steps to hazard recognition. Students will learn how to make their play and work safer by recognizing hazards and determining corrective options to control the hazards.

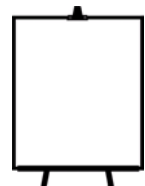
Introduction

Discuss

There can be hazardous situations in everyday activities that you are involved in. Hazards can be present at work, play and at home. Recognizing hazards are important in preventing injuries from happening.

The 3 steps in Hazard Recognition are:

Write on board:



See it. - Identify the hazards. What is unsafe?



Think It. - Evaluate the hazard. What could happen?



Do It. - Provide solutions to control or eliminate the hazard.

Fairy Tale Learning Activity

Comment

In this activity, we will practice the 3 steps in Hazard Recognition. You will think of unsafe situations and choices made by fairy tale characters, consider solutions and then re-tell a fairy tale story yourself.

Distribute Student Handout #1- The Little Red Hen.



Read the story on the following page to the students. Go through each of the See It, Think It, Do It questions with the students.



Teacher's Answer Key

Student
Handout #1

Story:

Little Red Hen has found a grain of wheat, planted the wheat, looked after it and cut it down ALL BY HERSELF. Now it is time to take her grain to the mill to grind it into flour. There is a LOT of wheat to carry and she has asked Dog, Cat, Cow and Pig to help. But they all said "Not I!" So she will do it HERSELF. But it is very heavy. And the mill is very far away. How will she get it there all by herself?

See It

What is Little Red Hen's **work**? (carrying the wheat)
What might happen if she tries to carry the wheat? (hurt her back, or neck)
Have you ever tried to carry something really heavy? How did you feel?
Is Little Red Hen **safe** if she tries to carry the wheat? Why? (she could be hurt, or fall)



Think It

What might happen?

What will Little Red Hen feel like if she carries the wheat? (sore, tired)
What kind of **injury** could happen here?
Where could she be hurt? (back, neck, fall)
What happens if you carry something that's too heavy for you?
(arms hurt, drop it on toes)
Do you know someone who picked up something very heavy and got hurt?
Do you see any **equipment** in the picture that Little Red Hen could use to help with the job? (wheelbarrow, wagon)



Do It

What would you do?

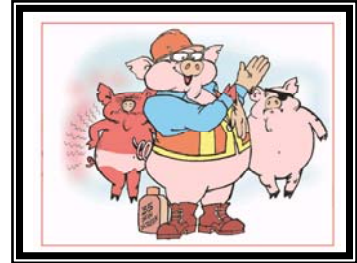
Children to brainstorm possible solutions.
(Use the wheelbarrow, carry a little bit at a time and make several trips)



Fairy Tale Learning Activity - continued

Distribute Student Handout #2 - Three Little Pigs.

Read story below to students. Discuss questions below.



The Three Little Pigs

Once upon a time there were three little pigs -- Pinky Pig, Winky Pig and Stinky Pig. They went out one day to build themselves fine new houses and live happily ever after.

Winky Pig built his house out of straw. But while he was building it, he forgot to put on his safety goggles. A piece of straw poked him in the eye. "Ouch!" said Winky.

Pinky built his house out of sticks. He worked all day in the hot sun to build a good house. But he forgot to wear sunscreen and a shirt to protect him from the sun. He got a very bad sunburn. "Ouch!" said Pinky.

Stinky was the smartest pig in the family. He built his house out of bricks, so he would be safe from the Big Bad Wolf. And he used lots of things to help him stay safe while he worked.

He wore: Safety goggles to keep dust and dirt out of his eyes, a shirt and sunscreen to keep himself sunsafe, a hard hat so he wouldn't get bumped on the head by a brick, gloves on his front trotters to be safe from nails and pinching, safety boots on his back trotters to keep them from being crunched by a falling brick.

He finished his fine house just in time to save himself and his brothers from the Big Bad Wolf. And they all lived happily ever after.

Questions: What was unsafe? What kind of injuries occurred or could occur? How did the smart pig make the situation safer? What protective equipment did the smart pig wear?

Fairy Tale Learning Activity - continued

Explain

Suppose you were a fairy tale character such as Goldilocks or Little Red Riding Hood . What equipment could you use to keep yourself safe in your story? Draw your character wearing all the equipment you think he or she will need and re-tell a safer ending to the story.

Examples:

Goldilocks: Padded seat cushion, thermometer to test porridge, good running shoes for a fast get-a-way!

Little Red Riding Hood: Wolf repellent, a whistle, alarm, cell phone, x-ray glasses.

Distribute Student Handout #3 for this activity. Have students retell story and draw pictures of a beginning, middle and end of a fairy tale.

The form is titled "Retell the Story" and includes fields for "Author:" and "Date:". Below the title, it says "Story Title: A Safer Ending For". The form is divided into three main sections: "Beginning", "Middle", and "End", each with a small icon (an eye, a speech bubble, and a checkmark respectively). To the right of these sections is a large area labeled "Story" with horizontal lines for writing. At the bottom right, there is a small copyright notice: "© 2007 by the U.S. Department of Labor".

Conclusion

Conclude / Reflect

Review with students the following 3 steps to determine how to control a hazard:



See it. - Identify the hazards. What is unsafe?



Think It. - Evaluate the hazard. What could happen?



Do It. - Provide solutions to control or eliminate the hazard.